

# Locking Stumps Pre-School

The Village Room, Glover Road, Birchwood, WARRINGTON WA3 7PH



<b>Inspection date</b>	2 November 2018
Previous inspection date	9 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The passionate managers of the pre-school work in partnership with the staff team and have a strong vision for improvement. The strengths of each practitioner are utilised to support individual children, and managers maximise all opportunities to gain their views and include them in the self-evaluation process.
- The quality of teaching is consistently good. Practitioners know children in their care very well and make accurate assessments of their development. Next steps in learning are agreed in partnership with parents, which ensures they are able to contribute to their child's development at home.
- Children are confident and form secure attachments with their key person. Children are encouraged to be independent and practitioners respond to their needs sensitively when they may need help.
- Partnerships with other agencies are strong and, as a result, interventions are timely. All children make good progress and leave the pre-school with the key skills they need for starting school.

### It is not yet outstanding because:

- Group activities using books do not yet engage all children or take account of their age and individual interests. As a result, children sometimes lose interest in the activity.
- The environment does not always provide highly challenging experiences, therefore, the most able children are not always engaged and motivated to learn.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- ensure group activities using books meet the needs and abilities of all children
- continue to enhance the environment using children's interests, ensuring older children have opportunities for their knowledge and understanding to be challenged.

### Inspection activities

- The inspector observed activities in the indoor and outdoor environment.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in parents' written comments.
- The inspector spoke to staff, the manager and the treasurer, as well as with the children, during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation of an activity with the manager.

**Inspector**  
Robyn Frost

## Inspection findings

### Effectiveness of leadership and management is good

The leaders of the pre-school are passionate about improving quality and have a well-established system for self-evaluation. Action plans take account of the views of all practitioners and parents. Safeguarding is effective. Practitioners are empowered by the managers to report any concerns and all know the correct procedures to do so. Systems for monitoring groups of children are well embedded. The managers ensure that changes to provision take account of this information to drive improvements and identify training needs. Managers encourage practitioners to access training in a timely manner and continue to monitor the impact through close supervision.

### Quality of teaching, learning and assessment is good

The well-qualified and knowledgeable team provides a welcoming and sensitive learning environment. There is a focus on supporting those children who are falling behind their peers using effective and consistent teaching strategies. Small groups of children are observed having time with practitioners where simple language is modelled through pushing cars down a trip trap ramp. Parents are invited to be involved in their child's learning and development and, as a result, assessments take account of what the parent knows about their child. Children's interests and stage of development are used to plan fun activities which enhance children's physical and language development, as well as promoting literacy and numeracy skills. Younger children create large marks in shaving foam and are encouraged by practitioners to test out their own theories of whether you can roll the foam. Children can be observed exploring how many scoops of sand they need to fill up a big bucket. Practitioners play alongside them, modelling number language and asking open-ended questions which support them to work out problems independently.

### Personal development, behaviour and welfare are good

Children's independence is promoted throughout the daily routine. Children help to set out for mealtimes and take an active role in shaping their learning experiences through voting for activities. Children show respect and have genuine care and compassion for their peers, which is modelled by the practitioners in their environment. Children know what is expected of them because approaches to rewarding children and setting out expectations are consistent. Younger children are supported to share resources through the use of sand timers, and children show great pride and excitement when receiving a certificate for demonstration of positive behaviour.

### Outcomes for children are good

The pre-school places emphasis on ensuring children are well prepared for their onward learning journey. Well-established links with local primary schools ensure that practitioners are aware of what key skills children need to develop to be ready for school. Children at the pre-school make good progress from their starting points and gaps in attainment are closing. All children and enthusiastic learners who thrive in an environment that promotes their self-confidence and celebrates their individuality.

## Setting details

<b>Unique reference number</b>	315212
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10066542
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Birchwood Pre-School Committee
<b>Registered person unique reference number</b>	RP907439
<b>Date of previous inspection</b>	9 May 2016
<b>Telephone number</b>	01925 819076 option 4

Locking Stumps Pre-School registered in 1982. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 3.30pm.

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